Kings Ash Academy Pupil Premium Strategy 2019-20

Amount of Pupil Premium funding received

Number of Pupil Premium pupils eligible	200 (64% of school population of 313)
Total Pupil Premium received £	304,067
Total Spend £	307,712

Barriers to achievement

At Kings Ash Academy we have identified the following barriers to achievement for some children:

Barrier	Evidence/Reasoning
Access to language / development of vocabulary from an early age.	Throughout the school last year, speech and language SEN needs accounted for 46% (77 pupils) of all SEN needs. A further 39% (64 pupils) are SEN for learning.
Behaviour - some pupils have specific social and emotional needs that affect their learning.	Although there was a significant reduction in the number of exclusions last year (58 in Spr/Summer 2018 compared to 10 in Spr 2 2019 and 3 in Sum 2 2019), there are still a large number of pastoral support callouts (averaging 64 a week across the Summer term). Support is also offered through internal seclusion for which there were an average of 7 per week in Sum 2. This has reduced significantly since academic year 17-18 but needs to be reduced further.
Parental engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.	In the Autumn term (2018), parental attendance at parents evenings was on average 72% which increased to 90% in the Spring term (2018) and remained stable around 90% across the school throughout 2019. This trend has also remained stable for start of term curriculum sharing meetings (Aut 2019), but additional focus is still required to ensure parental engagement remains strong.
Access to information / experiences that inform about the wider world.	Children across the school need to be offered the opportunity to experience activities/visit places they would not usually explore to support their learning. The introduction of visits and visitors in school to support learning resulted in a sharp increase in writing attainment across the school; in Year 6, 63% of pupil premium children achieved the expected standard in writing, with 59% achieving expected standard in reading, writing and maths. This compared to 31% in 2018. Similar

	rises in the number of children on track for age related in writing were seen in other year groups. Providing these wider opportunities helped in achieving this improvement so these must continue.
Access to technology.	The whole school pupil premium % is 63%. We must ensure these children continue to have access to technology and programs to support learning that they may not have access to elsewhere. This will include Accelerated Reader, myMaths, Chrome Books, TimesTablesRockStars and Learnpad technology. Additional curriculum opportunities will be provided through computing projects including 'LEGO' and STEM projects.
Lack of aspiration usually as a result of lack of self-esteem or limited awareness of the range of opportunities that exist	Children need to continue to be given a rich and varied curriculum that supports them in exploring their future opportunities. This will include French, Music, Sport and visitors into school. This should have a positive impact on attendance as was seen towards the end of the last academic year where attendance of pupil premium pupils moved to be closely aligned with national. P.P attendance for 2018-19 was 95.2%, double disadvantaged was 95.1% and whole school was 95.1%. National for 2017-18 for P.P pupils was 95.8%.
Persistent absence & double disadvantaged	Last year, 28 out of 200 pupil premium pupils had persistent absence (14%). This was a good reduction from 21% in the previous academic year, however, this needs to improve further to ensure pupil premium children have the same educational opportunities as their peers. Similarly, 79 pupils are double disadvantaged double disadv = 25% of school. 15 of these pupils had persistent absence last year (19% of double dis cohort) which again needs to improve.

Key expenditure: how the allocation will be spent

Focus	Intervention	Allocation £
English & Maths	- Booster English and Maths sessions (and conferencing) for disadvantaged pupils including more able - Maths support for Year 4,5,6 - Accelerated Reader & HLTA intervention & Literacy intervention support teacher - Focused TA (1:1) and teacher intervention across the school - RWInc training, resourcing and intervention support - FreshStart HLTA & TA intervention - Purchase of Rethink Reading resources - Yr6 revision guides -MyMaths subscription	36,800 1,250 + 5,192 5,192 13,370 6,565 + 5,681 2,165 200 300
Attendance	- Attendance officer to follow up persistent absence - Attendance officer available daily for all children late to school - Walking Bus - Breakfast Club	 8,247 0 1,050
Language, Personal, Social and Emotional	- Speech and Language Support - Educational Psychologist - Nurture provision through the HIVE & lunchtime provision - Pastoral support and intervention - SEN staff & training	4,743 7,902 36,872 + 4,901 34,555 57,440 + 1,500
Personal and Social (1)	- School trips and residential - After-school and lunchtime clubs including sport after school - Other opportunities for gifted and talented students - Visitors in school and 'hook' activities	1,500 24,471 500 2,000
Personal and Social (2)	- Family Support Interventions - Access to technology - EYFS - 2year old provision	38.413 2,415 4,500

Area of Spend	Intended Outcomes	Actions	Impact of Actions
Booster English and Maths sessions for Year 6 disadvantaged pupils including more able	- Continue to accelerate progress and improve on pupil outcomes at the end of Year 6. - Further close the gap between P.P and non P.P pupils (narrow again from last year). - Consolidate use of pupil progress grids to ensure teacher awareness of P.P pupils and ensure appropriate provision is in place for reading, writing and maths through review meetings.	- Half termly review of target pupils for booster sessions. - Teachers to assess key areas to focus learning and change as needed. - Regular review meetings to discuss progress to target. -Ongoing targeting of pupils through pupil progress meeting discussions. -Review of progress at data drop points throughout the year. - Sessions to begin Spring term.	Additional intervention supporting by HLTA, TA and Assistant Head saw Year 6 P.P pupils improve their average progress score (from September to end of January) by 2.4 in reading, 4.2 in maths and 8.4 in SPaG. 3 additional children moved from WTS to EXS in writing.
Accelerated Reader HLTA intervention	- P.P children in year 2, 3, 4, 5 and 6 continue to make accelerated progress throughout the year and reach expected standard or above expected standard before leaving primary school. - Children with specific needs are identified and can be targeted through in class provision as well (identified as part of pupil progress discussions).	- P.P. children to focus on for intervention to be identified through pupil progress meetings with teachers. - Fortnightly progress to be monitored and gaps identified targeted through intervention. - Half termly star tests to track progress of all children to re-identify pupils requiring intervention. - Termly PIRA assessments to track progress of all pupils and monitor impact of interventions.	Progress from start of year to end of Feb (6 months): Year 3 - 8months progress Year 4 - 6 months progress Year 5 - 8months progress Year 6 - 1yr 1month progress Average AR scores above 75% in Year 4/5/6. Year 3 average scores between 70-75%
Maths support for Year 3, 4,5,6	- Raise attainment across Phase 3 in maths. - Improve mastery understanding of all Phase 3 year groups. - To improve the value added for pupils leaving year 6. -Ensure differentiated, targeted learning for all pupils to achieve at their level.	- Specialist teacher used for targeting misconceptions, prior teaching and boosting progress across the year groups. - Specialist teacher to support planning sessions. - Specialist teacher and assistant headteachers to review pupil progress and discuss interventions/pupil gaps to target. - MyMaths/TimesTablesRockStars used to support home learning and in school.	Year 6 maths - smaller group sizes (and support of assistant head) saw average scaled score across the cohort increase by 4.2 from September to the end of January. Year 5 maths - Additional maths group (with maths subject leader) at the end of year 4 assessment had an average standardised score of 83, end of Autumn was 93.3. Across year 5, progress improved from 96.55

			to 109.94 across the same period.
			Year 4 average score improved from 99.5 - 100.8 from end of year to end of Autumn.

Year 3 average score saw a slight improvement from 99.1 to 99.4 across the same period. |
| Focused intervention across the school | - Ensure that the gap between pupil premium children compared to non pupil premium pupils is continuing to be monitored and is closing for Reading, Writing and Maths in all year groups.
- Continue to increase the attainment of P.P pupils in all year groups in writing. | - Identify pupils to target during pupil progress meetings and review half termly.
- Writing moderation across the academy, internally and externally to ensure accurate judgments are being made (also for end of key stage assessments).
- Observations to identify gaps in understanding and staff training arranged to address.
- Ongoing whole school staff training
- Collaborative planning across the trust to facilitate consistency between KAA and CSA and share knowledge/expertise. | Highly effective across year 5 / 6 - data statistics above highlight this. Data held in terms of ARE/GD children in all year groups. Year 1 - P.P within 5% of non P.P across all subjects
Year 2 - P.P within 6% of non P.P in reading and maths. Gap wider in writing but narrowed by 7% from end of Year 1 to end of Autumn.
Year 3 - P.P outperforming non P.P in all subjects
Year 4 - Reading within 5%, writing P.P outperforming and maths gap 10% (look to narrow in year 5).
Year 5 - Gap narrowed by 12% in reading, P.P outperforming in writing and narrowed by 5% in maths.
Year 6 - Gap narrowed by 13% in reading, P.P outperforming in writing and gap narrowed by 5% in maths. |
| RWInc training and resourcing | - Continue to increase the % of pupils at age related expectation across years 1, 2 and 3.
- Address gaps in phonic understanding.
- Improve the % of pupils achieving a pass in the year 1 and 2 retake phonics test to bring the school in line with national averages. | - Children 1:1 assessed and grouped appropriately.
- Ongoing TA training to embed good practice (supported by assistant head).
- Additional after school twilight staff training.
Additional PM 1:1 intervention for children who need additional support. | In Year 1 - the percentage of pupils on track has remained consistent from the start of the year. 8% decrease by end of Spring due to new starter children.
In Year 2, % on track increased by 5%.
In Year 1 by the end of Spring, 5 children have progressed onto the Accelerated Reader program. |

			At the end of Spring, 42 year 2 pupils (83%) now on accelerated reader program.
FreshStart HLTA & TA intervention	- Continue to close gaps in phonic understanding for year 5/6 pupils. - Continue to improve the % of pupils achieving age related expectation at the end of the KS2.	- Children assessed and grouped appropriately half termly. - Additional support in class/as additional intervention as required.	By the end of Spring 1, only 8 children across year 5 / 6 (from 56 initially) remain on the program. By the end of Spring 2, only 3 children were left requiring FreshStart intervention. Remaining children now receiving personalised Fresh Start intervention 1:1.
Purchase of new reading program resources	- Continue to raise attainment of pupils across the school in reading. - Improve end of key stage reading outcomes. - Provide children with a balanced variety of reading experiences to improve their enjoyment of reading.	- Model lessons for teachers to observe across the school. - Purchase of reading program to facilitate change in guided reading approach. - Purchase of books to enable children to fully engage with new reading program.	End Spring 2 - successful application for £6500 funding for purchase of additional resources. Talk for writing texts purchased and available for teachers to use. Prior planning of sequences meant whole class sets of re-think reading texts could be used. End Spring 2 - Implementation of Rethink reading across the school interrupted by COVID-19 reduced opening. Will reimplement from September through staff training. Impact can be monitored from this point.
Attendance Officer to follow up persistent absence (weekly analysis completed for up to date list of children).	- Continue to improve the overall attendance figures for the school to bring in line with national or slightly improve on national average for similar settings. - P.P attendance to be in line with or better than non-P.P attendance. - The number of persistent absentees continues to reduce from 2018-19 (28 pupils or 14% of P.P cohort).	- SLT and attendance officer to continue to be in main reception at the start of the day to discuss absence with late children/parents. - Continue with attendance officer meetings with parents of persistent absentees to support getting children to school. - Local authority to be made aware of any ongoing concerns.	(see sub-table below)

Date (start of year to…)	All pupils (in brackets= same point last year) %	P.P pupils (in brackets= same point last year) %
1st Oct	96.06 (94.95)	95.9 (94.26)
25th Nov	95.4	95.3
20th Dec	95 (94.5)	95 (93.79)
13th Feb	94.8 (94.55)	94.7 (93.87)

			Gap in attendance between P.P and all pupils has consistently been within 0.1%.
Walking Bus/Breakfast Club	- P.P. children who need support getting to school are able to attend through school support. - Walking bus and breakfast club children have higher attendance than all other key groups.	- Places allocated based on the level of need. - Continue to prioritise families who have historic attendance issues wherever possible. - Continue to improve awareness of walking bus amongst parents.	18 / 25 pupils attending breakfast club are P.P. Attendance has improved (see above) partly due to facilitating certain pupils being in school earlier.
Speech and Language Support	- Children receiving support continue to reach their full potential and are effectively supported in class. - Parents feel supported with strategies to use at home. - Sp+L children continue to be able to develop social skills and communicate effectively with their peers.	- Speech and Language specialist (SLA) within school continues to deliver weekly intervention. - SLA continues to deliver training to staff if support is required and offers effective resources and strategies for use in class. - SLA continues to support parents for in school and out of school support. - SLA continues to monitor progress alongside SENCo and adapts programmes as required.	50/92 (53%) of children receiving SALT support are P.P.. For these 55 children, the following support has been/is being received: - currently receiving a program of support 16/27 (59% P.P) - discharged 16/27 (59% P.P) - programme of support in class 15/25 (60% P.P) - referral made 4/6 (66%) 13 new referrals have been made this academic year and are waiting to be seen. Children continuing to be identified early and individualised support has been put in place.
Educational Psychologist	- Children with emotional needs are more settled in class and are happy at school. - There is a continued reduction in behaviour issues for children with behavioural needs. - Staff are able to best support the children in their class through targeted learning, appropriate learning opportunities and intervention support. - Children seen by the Educational Psychologist	- Children in all classes to be regularly reviewed as part of pupil progress meetings with assistant heads to see if a referral is needed and to monitor progress and effectiveness of strategies. - Ed Psych provides staff with appropriate strategies to use within class. - Parents involved in meetings to share and discuss agreed strategies.	End Spr 2 - context - 37/57 children with an EP report by EdPsych are P.P. A further 2/3 pupils seen by the EdPsych (awaiting report) are P.P. A further 2/4 children who have been referred are P.P. 174/430 (40%) of pupils are SEN. 105/174 pupils on the SEN register are also disadvantaged (60%). Across the whole

	make at least expected progress from their starting point. - Families feel supported with strategies that can be used at home.	- Provides advice as part of statutory assessment.	school, 24.4% of pupils are double disadvantaged. Currently there are 17 children in school with EHCPs (5 issued this academic year). Of these 17 children, 11 (65%) are P.P. 3 additional children have had RSAs sent. 20 children seen by the EdPsych this academic year thus far. Differing from previous years, the EdPsych has been used for the following visits as well: Staff supervision session - 1 day Family Cafe session - 1 day Drawing and Talking training - 1.5days Yr2 systematic work - 2 days AB Therapeutic work - 2 days Yr6 systematic work - 1 day Attachment training - 0.5 days Supervision with EB - 1 hr TA supervision training - 2hrs These additional sessions have helped to provide strategies and structure for classes with more complex needs and upskill staff who are working with vulnerable children who they are supporting. The Ed Psych has also supported in identifying other pupils for referral. A further 8 children have been identified to be seen next academic year (COVID-19 delayed this). Children to be seen have been reviewed, discussed and prioritised following systematic work sessions within certain year groups.

			Following discussion with EdPsych following observations and class teachers, a further 17 children have been identified for review in the 2020-21 year. A further 16 children are under review and are being monitored by teachers to monitor progress and behaviour to see if referral is needed.
Nurture provision through the HIVE	- Children develop the interpersonal skills required to develop positive relationships within the whole school community. - Increased confidence and self-esteem allows children to fulfill their academic potential. - Children's emotional wellbeing improves and they are able to be integrated back into class in the afternoons by using developed strategies from nurture.	- Continue to review the children who will most benefit from afternoon HIVE provision. - Continue with nurture group to promote self-confidence and social skills. - Ensure parents are informed about the provision and benefits. Keep informed of progress and regularly share learning.	Behaviour incidents for children attending the HIVE in the afternoons have reduced. Callouts in the mornings remain high for a select number of children. (see behaviour report for list of pupils).
Pastoral intervention	- Children with specific social and emotional needs continue to be well supported so that they can access the curriculum and make good academic progress. - Continue to support pupils to develop appropriate social skills which are a key component to interacting with others. - Continue to ensure children have a safe place to be at lunchtimes if they find the outside environment difficult. - Behaviour incidents across the school continue to reduce. - Exclusions across the school reduce to 0. - Parental confidence in behaviour management strategies improves. - Chestnut Outreach are available to offer advice and strategies for more challenging pupils who may be at risk of exclusion.	- Continued detailed daily tracking of callouts by class. Regular callout children continue to be tracked and actioned quickly. Half termly overall analysis of behaviour across the school continues and pupils who are raising concern and reviewed to ensure strategies are in place. - Bereavement programmes in place as required. - Continue to monitor/provide behaviour support and strategies for identified pupils. - Review plans regularly to remove potential barriers to learning/ track academic progress. - Staff training as required. - Weekly review with behaviour team to ensure children raising concern are identified quickly and strategies can be put in place to prevent escalation.	1 permanent exclusion in Spring 2. Only exclusion since the end of Summer 1 term 2019. Fixed term exclusions reduced from 35 in 2018-19 academic year to 18 up to the end of Spring 1. Of these 18, only 3 were in Spring 1 half term (reducing trend term on term). Extended reflection times (internal seclusions) Sum2 = 44, Aut 1 = 52, Aut 2 = 61, Spr 1 = 29 - Additional strategies adopted in Spr 1 had a significant impact. Average weekly callouts remains between 65-70. 35% of these callouts are attributed to 5 pupils and 55% are attributed to 10 pupils highlighting that behaviour across the school is improving it is

SEN staff training	- Target children make accelerated progress. - Gap between P.P and non-P.P children continues to narrow across the school.	- Continue with specific interventions for those children working below their year group, especially in writing. - Interventions to be established after pupil progress meetings by Assistant Headteachers. Also continue to recognise double disadvantaged pupils. - Staff training arranged as required.	See 'blue section' above for details regarding P.P pupil progress and attainment. Staff training for FreshStart/RWInc as well as whole school training for Rethink Reading and English Talk for Writing have seen improvements in attainment and narrowing gap between P.P and non P.P across the school.
School trips and residential	- Achievement and effort in non-academic subjects is promoted and celebrated through celebration assemblies and via social media. - Children continue to attend a range of competitive sporting events across the school. - Confidence continues to be developed through participation in a range of extracurricular activities. - New curriculum focus (and trips/visits) planned across the year ensure a deepening understanding of the wider community and the world. - Residential visit in year 5 and 6 ensures children are able to partake in activities and experiences they may not usually get the opportunity to do.	- Teachers to continue to ensure enough warning is given to parents regarding the visits out to increase uptake. - Ensure all children attend whole class and whole school events (unless there is a safety concern). - Continue to plan curriculum units of learning to enhance the experiences of children, linking in to their own lives and their spiritual development. - Assistant Heads to support planning process to ensure opportunities are clear and relevant for all children.	Every year group has been able to arrange in school or out of school visits to enhance learning experiences. Practical examples have seen improvements in writing i.e. Yr4 Eden Project and community centre for cooking, Yr6 zoo trip for environment and sustainability and lifecycles. Pupil voice in phase 3 has clearly shown that children can clearly articulate their learning and purpose of trips they go on. Visitors in school have also been used i.e. local community invites in year 5. SLT supporting planning has enabled learning to be better sequenced and therefore more purposeful; every sequence has a 'call to action' which gives the sequence a clear direction and purpose. Residential arranged but unable to happen due to COVID-19.
After-school and lunchtime clubs	- After school free activities continue to provide children with opportunities to partake in outside interests. A range of clubs are promoted, including singing, choir, music, tag rugby, football, cricket, hockey, coding etc. - Continued analysis of groups to encourage disadvantaged children to to attend and participate.	- PE, music and singing clubs continue to be promoted at no cost to the children. - Continued analysis of groups to increase the number of disadvantaged children attending and participating. - Opportunities for children to complete MyMaths learning whilst at school if they do not have technology to do so at home. - Lego club to promote creative thinking of STEM subjects and collaborative learning.	Key information up to end of Spring term: Autumn term - 6 sports clubs and music club offered in addition to after school club. Across the 6 clubs, 124 pupils attended of which 80 (64%) were P.P pupils. Spring term - 5 sports clubs offered with 140 children attending of which 92 (66%) were P.P. In addition to this, marathon after school club was offered with an uptake of 61 children of which 40 were P.P. and music

	- There is an increasing number of children attending after-school clubs compared to 2018-19.		club with an uptake of 23 (15 P.P.). Increasing trend for attendance of clubs term on term.
Opportunities for gifted and talented and more able students	- G&T children continue to attend a number of workshops at other schools across the year including science, maths, english, french and P.E. - The % of greater depth children across the school continues to increase including at the end of key stage assessment points. - Transition days are successfully arranged and organised. - Increased aspirations across school.	- Continue to monitor attendance at G&T events. - Continue to communicate opportunities effectively with parents. - Continue to provide links with local clubs and skilled professionals and look to develop new links/opportunities. - Continue to provide children with opportunities in school to compete against other schools both locally and county wide. Children continue to be given the opportunity to showcase talent. - Contribute towards the costs of extra curricular opportunities e.g. music, sport as needed.	Attendance at: Aut 2 - Devon County Council - Coding/Computing competition for 10 pupils in year 5/6 (8 pupils P.P) Spr 1 - TBGS - Science/DT and engineering competition for year 6 - team of 5 children attended (4 P.P). Sum 1 - all year 5 and 6 children given opportunity to attend science workshops at PCSA in small groups - did not happen due to COVID-19. Aim to rearrange for next year. Sum 2 - Coding/Computing competition for 12 pupils in year 4 (7 pupils P.P) - did not complete due to COVID-19. Will continue next year. Throughout the year, fortnightly (at least) festival participation across Yr3,4,5 and 6.
Visitors in school and 'hook' activities	- Children continue to develop their engagement in their learning through a range of opportunities they would not usually have. - New curriculum design embeds learning that is linked throughout the curriculum so children understand the links between different subject areas and learning throughout the year. - Children continue to be given opportunities to learn from other experts and professionals aside from teaching staff.	- Continue to ensure that relevant hook activities and/or visits are arranged for all learning sequences across the school and monitor through curriculum planning meetings in school and across the academy. - Continue to monitor learning to ensure cross-curricular links are consistently being made.	See 'school trips and residential' red section.
Family Support Interventions	- Continue with early identification of families whose attendance may drop, due to support and knowledge of the family.	- Family support worker continues to attend case conferences and core groups as required. - Family support worker continues to work	Summary end of Spring: L4 CP - 11 children (10/11 91% P.P) L4 CIN - 14 children (10/14 71% P.P) Under assessment - 4 children (100%

	-Continue to monitor attendance of persistent absence children from last academic year. - Continue to support parents in times of need. Signpost parents to additional support. - Parents continue to be successfully supported through difficulties both inside and outside of school.	with attendance worker to support families getting children to school. - Family support continues to ensure referral for Early Help and safeguarding as required. - Family support workers continue to regularly complete home visits to discuss support options.	P.P) L3 targeted help in school support - 9 children (8/9 89% P.P) L3 targeted help external support - 17 children (15/17 88% P.P) L2 FSW - 11 children (10/11 91% P.P) CLA - 5 children (100% P.P) Total of 71 children above = 17% of school population **UPDATE - SHUTDOWN** Constant communication with FSM parents to come to school to collect lunches and service provided for parents to provide contact details for community centre to deliver if they are unable to leave the house due to self-isolation. Uptake of 70 families at one point for this. In addition to this, Family Support secured 40 food parcels for most vulnerable families across CSA and KAA. Delivered to houses by staff members. Throughout shutdown all families received weekly (at least) phone calls) from a member of staff to check-in and offer support if required.
Access to technology	- All children continue to have access to technology that is not necessarily available at home (i.e. chromebooks, internet, online reading books, learnpads, digital cameras, online maths learning aids, programming tools, digital technology). - Children progress through school with a good understanding of technology. - Children are better prepared for the increasingly technological world.	- Coding is effectively taught across the school. - Computing opportunities are given across the curriculum. - ICT continues to ensure technological provision is appropriate and working at all times. - Provide opportunities for children to develop understanding through STEM project.	Chromebooks continuing to be used. IET lego resources accumulated for use across the school - Duplo KS1/EYFS, Lego and coding devices for KS1/Lower KS2, Lego Technic and coding device for KS2. Enrollment in Lego league competitions across all phases. Computing curriculum being reviewed by new subject lead to ensure technological needs are identified. If necessary, review budget to see possibility of new

			purchases that will ensure children are not disadvantaged by the technology available to them in school. **UPDATE; SHUTDOWN -** Google Classroom being used for Yr5/6 parents to ensure children are given opportunities to continue their learning across all subjects. Links to coding sites also suggested with links to lesson plans provided. Also online access to CHARANGA to support continuation of music provision. MyMaths and TTRockstars incorporated into home learning provision during reduced opening. 15 laptops supplied as part of COVID-19 initiative to go to our more vulnerable families where internet access may be a concern.
EYFS	- See separate EYFS pupil premium strategy	- See separate EYFS pupil premium strategy	See separate strategy.

How will the school measure the impact of the Pupil Premium?

At Kings Ash Academy, data to track the progress of each cohort is collected at 3 points during the academic year (Dec/Mar/July). Review of this data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings which include the Assistant Head for each phase and the class teacher reflect upon the impact of support and any need to change the level/ type of support required. At each review meeting, the pupil premium pupils selected for specific support/interventions will be reviewed. Other pupils, not in receipt of pupil premium but with similar needs and targets, who would benefit from the same support / intervention, may be included in the chosen groups.

In addition, specific interventions will be assessed and reported on in keeping with the programmes recommendations. These assessments will be used to inform who should continue in the programme and who should not.

The expenditure and impact of Pupil premium funding is reported to the Trust Board annually. Within the board there is a portfolio holder for disadvantaged children. The portfolio holder will report to the board at least termly on the progress of the pupil premium strategy and the impact of funding.